

ACTFL AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES

Maintaining Target Language in the Classroom



Laura Terrill
Independent Consultant
Central States, 2013

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ACTFL Position Statement: Use of the Target Language in the Classroom

“Research indicates that effective language instruction must provide significant levels of meaningful communication and interactive feedback in the target language in order for students to develop language and cultural proficiency. The pivotal role of target-language interaction in language learning is emphasized in the K-16 *Standards for Foreign Language Learning in the 21st Century*.”

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ACTFL Position Statement

ACTFL Position Statement: Use of the Target Language in the Classroom

“ACTFL therefore recommends that language educators and their students use the target language as exclusively as possible (90%+) at all levels of instruction during instructional time and, when feasible, beyond the classroom.”

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ACTFL USE OF THE TARGET LANGUAGE IN THE CLASSROOM

In classrooms that feature maximum target-language use, instructors use a variety of strategies to facilitate comprehension and support meaning making. For example, they:


1. provide comprehensible input that is directed toward communicative goals;
2. make meaning clear through body language, gestures, and visual support;
3. conduct comprehension checks to ensure understanding;
4. negotiate meaning with students and encourage negotiation among students;
5. elicit talk that increases in fluency, accuracy, and complexity over time;
6. encourage self-expression and spontaneous use of language;
7. teach students strategies for requesting clarification and assistance when faced with comprehension difficulties; and
8. offer feedback to assist and improve students' ability to interact orally in the target language.

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 ACTFL AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES		Crosswalk of Standards	
Common Core State Standards- ELA	Standards for Learning Languages		
Speaking and Listening	Interpersonal (Speaking & Listening; Writing & Reading)		
Comprehension and Collaboration (3 standards)			
Presentation of Knowledge and Ideas (3 standards)			

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Common Core State Standards-ELA	Standards for Learning Languages
Speaking and Listening	Interpersonal (Speaking & Listening; Writing & Reading)
Comprehension and Collaboration	
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally 3. Evaluate a speaker's point of view , reasoning, and use of evidence and rhetoric	Interpersonal Communication (Standard 1.1) Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. <ul style="list-style-type: none"> Engage in the oral exchange of ideas in formal and informal situations. Elicit information and clarify meaning by using a variety of strategies. State and support opinions in oral interactions. Self-monitor and adjust language production. Converse in ways that reflect knowledge of target culture communities (e.g., geographic, historical, artistic, social and/or political).



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Comprehensible Input?

“A related observation about the F distribution is that it is positively skewed, not symmetric as are z and t. This is because F is always positive: It is the ratio of variances, both of which are positive, so F itself must be positive. There is no left-hand tail of F because the F distribution ends abruptly at 0.”

Russell T. Hurlburt (2003). *Comprehending Behavioral Statistics*. Thomson: Australia, p. 336.

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We acquire language in only one way: when we understand messages; that is, when we understand what we hear or what we read, when we understand the message.

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General Features of Useful Input

Input must be COMPREHENSIBLE.

Learners must understand most of what the speaker is saying for language learning to occur.

Input must be MEANING BEARING.

Useful input must contain a message that learners want and need to understand. There must be some communicative intent.

Smith and Donato, Startalk 2012

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Create Comprehensible LANGUAGE by:

- Paraphrasing (or saying it in an easier way).
- Slowing down the rate of delivery.
- Defining words by example, not translation.
- Using structures students are familiar with and build on them over time ('No talking over their heads').
- Using key words and phrases more than once (enter and re- enter new language elements).
- Use tone of voice to emphasize key parts on the message.

Smith and Donato, Startalk 2012

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Create a CONTEXT for increasing comprehension by:


- Using gestures to make meanings clear
- Using visuals and props
- Making sure students have knowledge of the topic/objective of the lesson
- Providing a meaningful and purposeful context

Smith and Donato, Startalk 2012

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4 Key Elements for Thematic Focus



- Cognitively engaging
- Intrinsically interesting
- Culturally connected¹
- and
- Communicatively purposeful²

¹ Helena Curtain
² Donna Clementi and Paul Sandrock

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What is your grading system?

Pretend that I am the parent of a student. I want to know how grades are determined so that I can better understand the grade my child has. Jot down how you determine the final quarter/semester grade. Be sure to include any elements that are required by your school or school district.

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Student Can-do's

I can	Yes	With some help	Not yet
identify where rainforests are found in the world			
identify common features found in rainforests			
say what you do in the rainforest			
comment on foods you eat/drink			
name and describe animals that live in the rainforest			
say why I want or don't want to visit certain places in Puerto Rico			
comment on the weather			

Thematic Unit: In Search of the Coqui - lauraterrell.wikispaces.com

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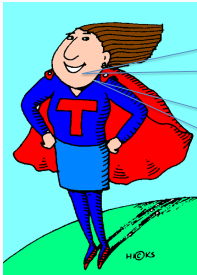
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Teacher Observation Check List

	identify where rainforests are found in the world	identify common features found in rainforests	say what you do in the rainforest	comment on foods you eat/drink	name and describe animals that live in the rainforest	say why I want or don't want to visit certain places in Puerto Rico	comment on the weather
Student 1							
Student 2							
Student 3							

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Use the target language as much as possible, but at least **90%** of the time.

May I speak English?

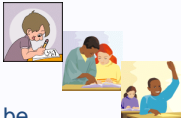
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Strategies for
Cooperative Work

Think - Pair - Share



The teacher poses a problem or presents a topic. Students are given time to think and may be asked to jot down their thoughts or asked to respond individually using tools such as *polleverywhere*. They then pair with another student to discuss the topic or compare responses. Finally, they share their thoughts with the whole class.

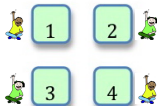
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Strategies for
Cooperative Work

Numbered Heads Together



Directions: Students assemble into groups and number off. The teacher asks a question and tells the groups to put their heads together to discuss it. The teacher calls a number and selects a group. The student with that number in that group answers. The teacher asks the students of the same number from the other groups if they agree with the response or asks them to elaborate on the response.

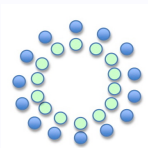

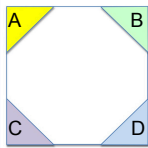
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Strategies for
Cooperative Work

Working with Random Partners






Inner/Outer Circle

Rotating Rows

Four Corners

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Individual
Accountability

Allow students to practice an answer using a strategy such as think-pair-share. Then, call on 3-4 students at random to give the answer. Students who have practiced With their partner or group should be able to give a solid answer. A good answer scores a 10. A zero is given only when students do not know what is expected. Use the index cards over the course of a marking period. Total the points. If some students have 4 answers and others have 2, use 3 as the average or 30 points. Drop the lowest score for those who have 4 answers, use the average of the 2 to determine a third score for those who have 2. Put the score into your gradebook in an appropriate category.

1.	10	9	8	7	6	0
2.	10	9	8	7	6	0
3.	10	9	8	7	6	0
4.	10	9	8	7	6	0
5.	10	9	8	7	6	0

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Do you want to? Yes, I want to explore the cave.
No, It's too hot. I want to go to the beach.

explore a cave

zipline

play in the waterfall

swim at the beach

snorkel

hike in the rainforest

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Do you want to.....? I want / don't want...



- Do you like to (activity) in summer or winter?
- What do you prefer to do?
- What is the weather like when you (activity)?
- Are you good at (activity)? Why or why not?
- How often do you (activity)?
- Where do you (activity)?

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Brainstorming

Procedure:

- 1 minute to generate an individual list
- 1 minute to share list with a partner. Each person adds new words to the list.
- Group students into group of 4, share and add.
- Go around the room calling out one word per group until all groups are out of words. Teacher records all words on something that can be displayed.
- Students pair - must create mini dialogue that seems appropriate to the situation, no notes but may look at displayed words. Set time limit appropriate for level.
- Students pair differently - same mini dialogue, list is not visible.

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Develop the Role Play

You are being interviewed for a position as a camp counselor in Puerto Rico. Have a conversation in which you ask and answer questions to:

- find out what you would do each day especially in bad weather
- explain what you really like to do
- justify why you don't like to do something



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Ask Questions

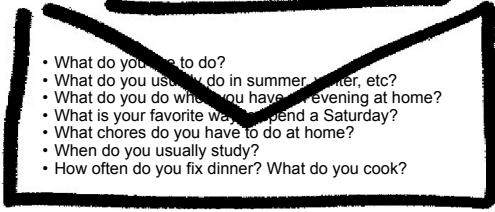


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Maintain the Conversation

Students try to keep the conversation going on a single topic by asking questions and commenting on their partner's responses. Each student has an envelope of questions related to the topic to pull out when they get stuck. At the end of the time limit, students want to be the partner who pulled out the fewest questions,




- What do you like to do?
- What do you usually do in summer, winter, etc?
- What do you do when you have an evening at home?
- What is your favorite way to spend a Saturday?
- What chores do you have to do at home?
- When do you usually study?
- How often do you fix dinner? What do you cook?

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Talking about realia....

Pair students. Give them a time limit and tell them to create a conversation that incorporates the information found in the document/visual. Tell them to start over if they run out of things to say.




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Structured Debate

<http://1jour1actu.com/debate>

Should begging be banned from downtown areas?



Beggars are being banned from downtown areas. It's against the law to beg in the streets or in public transportation. If beggars are caught, they must pay a fine of about \$75.00.

Roles in the debate:

- the mayor of the city
- a beggar
- a resident of the city
- a representative of a foundation that helps the poor

Consider:

- the need to enact laws for public good
- the need for food and shelter for the homeless/unemployed
- the need to feel safe in the streets
- where the beggars go when they leave the city
- the impact of the current economic conditions on poverty

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Teach the Language of Discussion / Debate

- I think the author wrote it to teach us about...
- One theme might be.....
- I think it means that....
- In other words.....
- For example....
- In the text, it said that.....
- One case showed that.....
- I would add that.....
- Then again, I think that....
- I want to expand on your point about....
- In my life....
- I think it can teach us....
- If I were...., I would have...
- We can say that.....
- The main theme/point of the text seems to be....

How to Start Academic Conversations
Jeff Zwiers and Marie Crawford
Educational Leadership/April 2009

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Scored Discussion

Move from:	1 – 3 – 5	Move to:
Asks random questions		Follows up with logical questions
Only answers the question asked		Contributes additional information
Responds, but rarely initiates		Contributes personal insights to enhance discussion and draw in others
Comments are not relevant		Stays on topic
		Gretta Murray, French Teacher, Medford, WI

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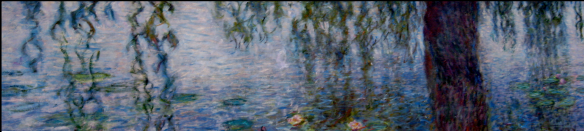
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ACTFL Webinar Donna Clementi

What about culture?

- Consider the culture objectives for each lesson carefully, planning how to achieve the objectives through the target language. If the objective cannot be achieved through the target language, determine if the objective is critical to the students' understanding of the culture. If not, select a different culture objective.
- Keep English as part of the work that students complete outside of class to encourage deeper understanding and reflection.

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Laura Terrill
World Language / ELL Consultant
8529 Stark Drive
Indianapolis, IN 46216
Cell: 314-369-9678
Home: 317-546-2626
Email: lterrill@gmail.com
lauraterrill.wikispaces.com